

DEFINITIONS 2007-2008 FLOWTHROUGH APPLICATIONS

Objectives

Objectives are broad statements identifying how the component will impact student or program improvement. Dictionary.com defines an objective as: "Something that one's efforts or actions are intended to attain or accomplish; purpose; goal; target."

1. They don't need to be long. They can be brief.
2. The focus usually should be around student growth and achievement.
3. Caution: Often people have written activities as objectives.

Activities

Activities can include hiring, and should also identify activities that will impact student or program improvement.

1. Activities should relate directly to the component objective. For example, if an objective calls for student learning, activities should include a statement about instruction or teaching.
2. Activity statements often end with the phrase "so that ...(student growth and achievement goes here)."
3. Activities support the attainment of objectives.

Evidence

Evidence identifies the data that will be used to determine how well the objective has been met. What can you see that will demonstrate completion of activities and objectives? Dictionary.com definition: "something that makes plain or clear; an indication or sign".

1. Usually at least one type of evidence should be a student outcome (rather than a district practice or procedure).
2. Evidence should be measurable.
3. Caution: People have often listed what they will do to evaluate rather than the kind of data that will be used in those evaluations.

Note: Please refer to the Examples of Good Program Components documents for samples of each of the above.



RELATED BUDGET LINKS

[Flowthrough - Regular](#)

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ISD

FLOWTHROUGH PROGRAM DESIGN

Has this page been updated since last year?

Component Number

Component

Subtitle

Which SPP indicators are addressed by this component? Check at least one.

1. Graduation

2. Drop out

3. AYP, Assessment Participation and Achievement

4. Suspension/Expulsion

5. LRE (6-21)

6. Preschool LRE

7. Preschool Skill Development

11. Child Find

12. EC Transition

13. Secondary Transition

14. Post School Outcomes

15. Compliance Findings

16. Complaints Resolved

17. Hearings Adjudicated

8. Facilitated Parent Involvement

9. Disproportionality - Child

10. Disproportionality - Eligibility
18. Hearings Settled

19. Mediated Agreements

20. Timely Reporting of Data

Objective(s)

Activities

Timelines

Evidence Options

Personnel

- Payroll records
- Signed personnel/agency contracts
- Staff attendance logs

Professional Learning

- List of dates and topics
- Attendance Logs

Meetings

- Agendas
- Minutes / summary notes
- Records of attendance/Sign-in sheets

Interventions

- Report of services provided
- File of referrals from Part C to Part B
- Intervention logs

Evaluation Summaries

Mathematics instruction

English language arts instruction

Positive behavior support

Percentage of students served outside general education < 21%

Percentage of students served outside general education > 60%

Structured core academic instruction records

IEPs of students include all requirements

Parent Involvement

Copies of notes to parents

Parent Advisory Committee (PAC)

Parent attendance at IEPT meetings

Parent survey results

Parent Teacher Conference attendance

Parent training session records

Record of volunteer work

Meeting attendance records

Student Impact

Dropout rates

Graduation rates

Percentage of students served in separate facilities

Records of student progress: social/emotional, academic, behavioral

State assessment results

Suspension/expulsion rates/records

Improved student post-school outcomes

State Data

CIMS Monitoring Report

SPSR

SRSD Discipline files

MICIS Data Portrait

Assessment

Behavior assessments

Documentation of revised student assessment practices

Evaluation records of all students with parental consent to evaluate

Proportionate identification rates across subgroups

Psychological reports

Child Find

Child Find records and reports

Child Find recruitment materials

If identifying other evidence not included in checked boxes above, please specify

of 500 Characters

For additional assistance please go to [HELP](#) to view model applications and samples. Also see Checklists for Flowthrough Components and Timelines.

**Special Education: Flowthrough
Flowthrough Program Design
FY 2007 - 2008**

ISD/Agency _____ **District Code** _____
LEA _____ **District Code** _____

Component Number 100

Component Other (specify)

Subtitle Management Support

Which SPP indicators are addressed by this component?

20. Timely Reporting of Data

Objective(s)

To provide assistance to school districts and public school academies of the Macomb Intermediate School District in regard to:

- A. Special education functions relating to state and federal regulations.
- B. Technical assistance relating to budgeting, personnel approvals, processing of deviations and waivers, and special education student registry.
- C. Applying the state monitoring model.

Activities

- 1. Employ/contract with consultant to coordinate the planning and monitoring of data collections, as well as manage a centralized student registry system and personnel inventory approval files.
- 2. Continue to improve the efficiency of all management services, including, but not limited to forms, procedure handbooks, management and computer application of required special education data for all ISD special education service sites.
- 3. ISD personnel will assist LEAs and PSAs in reviewing and submitting of federal projects, including reports and budgeting.
- 4. Monitor services by LEAs and PSAs, as well as compliance issues.
- 5. Offer training/in-services during the school year in the areas of budgeting, report writing and general usage of MDE's electronic grant systems.
- 6. Offer in-services to PSA and LEA personnel with regards to the centralized student registry system and personnel inventory systems.

Timelines

Yearly

Evidence Options

Agendas
Attendance Logs
Evaluation Summaries

List of dates and topics
Minutes / summary notes

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- 2. Monitoring records
- 3. Document all training/in-services offered
- 4. attendance records
- 5. LEA and PSA evaluations of training/in-services
- 6. File of required reports to MDE.
- 7. LEA and PSA surveys to establish guidelines for future training/in-services



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STATE PERFORMANCE PLAN INDICATORS

State Performance Plan Indicator	Components in this application	Responsibility met with other fund streams
Free, Appropriate Public Education (FAPE)		
1. Graduation: Increase percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.	Components	
2. Drop out: Reduce percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.	Components	
3. AYP Improvement: Increase participation and performance of children with disabilities on statewide assessment: <ul style="list-style-type: none"> Percent of districts meeting the State's AYP objectives for progress for disability subgroup. Participation rate for children with IEPs in MEAP or MI- Access. Proficiency rate for children with IEPs against grade level standards & alternate achievement standards. 	Components	

4. Suspension and Expulsion

- A. Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year and;
- B. Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

[Components](#)

5. Least Restrictive Environment: Percent children with IEPs aged 6 through 21:

- A. Increase number removed from regular class less than 21% of the day;
- B. Decrease number removed from regular class greater than 60% of the day; or
- C. Consider number served in public or private separate schools, residential placements, or homebound or hospital placements.

[Components](#)

6. Preschool Least Restrictive

Environment: Increase percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/ part-time early childhood special education settings).

[Components](#)

7. Preschool Skill Development

Improvement: Increase percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

[Components](#)

8: Facilitated Parent Involvement: Increase percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Components	
Disproportionality		
9. Disproportionality – Child with a Disability: Reduce percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	Components	
10. Disproportionality – Eligibility Category: Reduce percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Components	
General Supervision		
11. Child Find: Increase percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).	Components	
12. Early Childhood Transition: Increase percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Components	
13. Secondary Transition Services: Increase percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.	Components	
14. Post School Outcomes: Increase percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Components	
15. Compliance Findings: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.	Components	

16. Complaints Resolved: Increase percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Components	
17. Hearings Adjudicated: Increase percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.	Components	
18. Hearings Settled: Increase percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Components	
19. Mediated Agreements: Increase percent of mediations held that resulted in mediation agreements.	Components	
20. Timely Reporting of Data: Assure State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.	Components	

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State Performance Plan Indicators
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State Performance Plan Indicator

Free, Appropriate Public Education (FAPE)

1. Graduation: Increase percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Responsibility met with other fund streams ☐

Components in this application

106 - Center Program Support Services

107 - Professional Learning - Teaching/Learning and
Behavioral Supports

118 - Behavior and Learning Support

119 - Arts Education

2. Drop out: Reduce percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Responsibility met with other fund streams ☐

Components in this application

107 - Professional Learning - Teaching/Learning and
Behavioral Supports

3. AYP Improvement: Increase participation and performance of children with disabilities on statewide assessment:

- Percent of districts meeting the State's AYP objectives for progress for disability subgroup.
- Participation rate for children with IEPs in MEAP or MI- Access.
- Proficiency rate for children with IEPs against grade level standards & alternate achievement standards.

Responsibility met with other fund streams ☒

Components in this application

102 - Professional Learning

107 - Professional Learning - Teaching/Learning and
Behavioral Supports

109 - Teacher Consultants

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110 - High Incidence Project
119 - Arts Education

4. Suspension and Expulsion

- A Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year and;
- B Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

Responsibility met with other fund streams ☒

Components in this application

107 - Professional Learning - Teaching/Learning and
Behavioral Supports

5. Least Restrictive Environment: Percent children with IEPs aged 6 through 21:

- A Increase number removed from regular class less than 21% of the day;
- B Decrease number removed from regular class greater than 60% of the day; or
- C Consider number served in public or private separate schools, residential placements, or homebound or hospital placements.

Responsibility met with other fund streams ☐

Components in this application

102 - Professional Learning
105 - Programs and Services - Related Services -
Center Programs for HI, VI, AI and POHI
107 - Professional Learning - Teaching/Learning and
Behavioral Supports
109 - Teacher Consultants
110 - High Incidence Project
111 - Occupational and Physical Therapists
116 - Programs and Services - Related Services

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6. Preschool Least Restrictive Environment: Increase percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Responsibility met with other fund streams ☒

Components in this application

108 - Speech and Language

7. Preschool Skill Development Improvement: Increase percent of preschool children with IEPs who demonstrate improved:

A Positive social-emotional skills (including social relationships)

B Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C Use of appropriate behaviors to meet their needs.

Responsibility met with other fund streams ☒

Components in this application

107 - Professional Learning - Teaching/Learning and Behavioral Supports

8: Facilitated Parent Involvement: Increase percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Responsibility met with other fund streams ☐

Components in this application

103 - PAC (Parent Advisory Committee)

105 - Programs and Services - Related Services - Center Programs for HI, VI, AI and POHI

General Supervision

11. Child Find: Increase percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

Responsibility met with other fund streams ☐

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LEA _____ **District Code** _____

Components in this application

101 - Project Find

12. Early Childhood Transition: Increase percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Responsibility met with other fund streams ☐

Components in this application

107 - Professional Learning - Teaching/Learning and
Behavioral Supports

13. Secondary Transition Services: Increase percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Responsibility met with other fund streams ☐

Components in this application

107 - Professional Learning - Teaching/Learning and
Behavioral Supports

14. Post School Outcomes: Increase percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Responsibility met with other fund streams ☐

Components in this application

104 - Student Follow-Up
106 - Center Program Support Services

20. Timely Reporting of Data: Assure State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Responsibility met with other fund streams ☐

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Components in this application

100 - Other (specify) - Management Support

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State Performance Plan Indicators - Summary
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State Performance Plan Indicator

Free, Appropriate Public Education (FAPE)

1. Graduation: Increase percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Components in this application

Responsibility met with other Fund Streams

School District:2 - Programs and Services

- Resource Room

Public Schools:7 - Learning Disabled

Teacher/Program

Valley Schools:10 - Professional Learning

Valley Schools:11 - Transition - Secondary

Transition Services

Valley Schools:12 - Curriculum

Valley Schools:13 - To offer a free and appropriate public education and meet the mandates in IDEA-04.

2. Drop out: Reduce percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Components in this application

Responsibility met with other Fund Streams

Valley Schools:10 - Professional Learning

Valley Schools:11 - Transition - Secondary

Transition Services

Valley Schools:12 - Curriculum

Valley Schools:13 - To offer a free and appropriate public education and meet the mandates in IDEA-04.

Valley Schools:14 - Programs and Services -

Teacher Consultant Support

ISD:107 - Professional Learning -

Teaching/Learning and Behavioral Supports

3. AYP Improvement: Increase participation and performance of children with disabilities on statewide assessment:

- Percent of districts meeting the State's AYP objectives for progress for disability subgroup.

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- Participation rate for children with IEPs in MEAP or MI- Access.
- Proficiency rate for children with IEPs against grade level standards & alternate achievement standards.

Components in this application

Academy of :126 - Programs and Services -
Resource Room

Public Schools:6 - Programs and Services
- Special Education Classrooms

Public Schools:7 - Learning Disabled

Teacher/Program

Public Schools:9 - Programs and Services
- Resource Room

Valley Schools:10 - Professional Learning

Valley Schools:13 - To offer a free and
appropriate public education and meet the mandates in
IDEA-04.

Responsibility met with other Fund Streams

ISD:102 - Professional Learning

ISD:107 - Professional Learning - Teaching/Learning and
Behavioral Supports

ISD:109 - Teacher Consultants

ISD:110 - High Incidence Project

ISD:119 - Arts Education

4. Suspension and Expulsion

A Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year and;

B Reduce percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity

Components in this application

Valley Schools:10 - Professional Learning

Valley Schools:11 - Transition - Secondary
Transition Services

Valley Schools:12 - Curriculum

Valley Schools:13 - To offer a free and
appropriate public education and meet the mandates in
IDEA-04.

ISD:107 - Professional Learning -

Teaching/Learning and Behavioral Supports

Responsibility met with other Fund Streams

ISD:107 - Professional Learning - Teaching/Learning and
Behavioral Supports

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5. Least Restrictive Environment: Percent children with IEPs aged 6 through 21:

- A Increase number removed from regular class less than 21% of the day;
- B Decrease number removed from regular class greater than 60% of the day; or
- C Consider number served in public or private separate schools, residential placements, or homebound or hospital placements.

Components in this application

Responsibility met with other Fund Streams

School District:2 - Programs and Services
- Resource Room
Area Schools:4 - LRE Settings
Academy:125 - Programs and Services
- Special Education Classrooms
Public School Academy:153 - Programs and Services - Resource Room
Public Schools:7 - Learning Disabled Teacher/Program
Public Schools:8 - AYP, Assessment Participation and Achievement
Valley Schools:10 - Professional Learning

6. Preschool Least Restrictive Environment: Increase percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g. early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Components in this application

Responsibility met with other Fund Streams

Community Schools:15 - SEED (Pre-school)
Public Schools (Macomb):35 - Programs and Services - Special Education Classrooms
ISD:108 - Speech and Language
Community Schools:54 - Programs and Services - Special Education Classrooms
Community Schools:56 - Preschool LRE
Schools:91 - Programs and Services - Resource Room
Public Schools:97 - Preschool Skill Development

ISD:108 - Speech and Language

7. Preschool Skill Development Improvement: Increase percent of preschool children with IEPs who demonstrate

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improved:

- A Positive social-emotional skills (including social relationships)
- B Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C Use of appropriate behaviors to meet their needs.

Components in this application

Valley Schools:10 - Professional Learning

Community Schools:15 - SEED (Pre-school)

Public Schools:21 - ECDD Aide/ECDD

Teacher

Public Schools:25 - Preschool Skill

Development

Public Schools:46 - Child Find

Public Schools :35 - Programs and

Services - Special Education Classrooms

ISD:107 - Professional Learning -

Teaching/Learning and Behavioral Supports

Responsibility met with other Fund Streams

ISD:107 - Professional Learning - Teaching/Learning and Behavioral Supports

8: Facilitated Parent Involvement: Increase percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Components in this application

Valley Schools:10 - Professional Learning

ISD:103 - PAC (Parent Advisory Committee)

ISD:105 - Programs and Services - Related

Services - Center Programs for HI, VI, AI and POHI

Community Schools:56 - Preschool LRE

Public Schools:85 - Preschool Skill

Development

Public Schools:98 - Transition -

Secondary Transition Services

Public Schools:99 - Programs and

Services - Co-Teaching

Responsibility met with other Fund Streams

Disproportionality

9. Disproportionality – Child with a Disability: Reduce percent of districts that report disproportionate representation

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of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Components in this application

Responsibility met with other Fund Streams

Community Schools:54 - Programs and
Services - Special Education Classrooms

10. Disproportionality – Eligibility Category: Reduce percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Components in this application

Responsibility met with other Fund Streams

Academy:119 - Programs and Services -
Special Education Classrooms
Community Schools:54 - Programs and
Services - Special Education Classrooms

General Supervision

11. Child Find: Increase percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

Components in this application

Responsibility met with other Fund Streams

Valley Schools:10 - Professional Learning
Valley Schools:12 - Curriculum
Valley Schools:13 - To offer a free and
appropriate public education and meet the mandates in
IDEA-04.
Valley Schools:14 - Programs and Services -
Teacher Consultant Support
Public Schools:148 - Speech and Language
Services
Public Schools:28 - Programs and Services -
Teacher Consultant Support
L'Anse Creuse Public Schools:46 - Child Find

12. Early Childhood Transition: Increase percent of children referred by Part C prior to age 3 and who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Components in this application

Responsibility met with other Fund Streams

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ISD:107 - Professional Learning -
Teaching/Learning and Behavioral Supports
Community Schools:53 - Preschool Skill
Development
Public Schools:85 - Preschool Skill
Development

13. Secondary Transition Services: Increase percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

Components in this application

Responsibility met with other Fund Streams

School District:2 - Programs and Services
- Resource Room
Valley Schools:10 - Professional Learning
Valley Schools:11 - Transition - Secondary
Transition Services
Valley Schools:13 - To offer a free and
appropriate public education and meet the mandates in
IDEA-04.
Valley Schools:14 - Programs and Services -
Teacher Consultant Support
Public Schools:23 - Transition -
Secondary Transition Services

14. Post School Outcomes: Increase percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Components in this application

Responsibility met with other Fund Streams

Valley Schools:10 - Professional Learning
Valley Schools:11 - Transition - Secondary
Transition Services
Valley Schools:12 - Curriculum
Valley Schools:13 - To offer a free and
appropriate public education and meet the mandates in
IDEA-04.
Valley Schools:14 - Programs and Services -

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Teacher Consultant Support
Public Schools :37 - Curriculum
Academy:149 - Programs and Services - Special
Education Classrooms

15. Compliance Findings: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Components in this application

Responsibility met with other Fund Streams

Valley Schools:12 - Curriculum
Valley Schools:13 - To offer a free and appropriate public education and meet the mandates in IDEA-04.
Valley Schools:14 - Programs and Services -
Teacher Consultant Support
Academy:119 - Programs and Services -
Special Education Classrooms

16. Complaints Resolved: Increase percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Components in this application

Responsibility met with other Fund Streams

Academy:119 - Programs and Services -
Special Education Classrooms

20. Timely Reporting of Data: Assure State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Components in this application

Responsibility met with other Fund Streams

Public Schools:44 - Programs and
Services - Special Education Classrooms
ISD:100 - Other (specify) - Management Support
Montessori Academy:1 - Speech Therapy
Services
Community Schools:117 - Resource Room

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Public Schools:98 - Transition -
Secondary Transition Services
Public Schools:99 - Programs and
Services - Co-Teaching

EXAMPLES OF PROGRAM COMPONENTS STRUCTURED AROUND SPP INDICATORS

SUSPENSION/EXPULSION

Objective

Reduce the District's rate of suspensions and expulsions of greater than 10 days in a school year for children with disabilities.

Activities

The District will utilize School Social Workers and aides to accomplish the following:

1. Support School Social Worker CPI certification and utilize the certified staff to in-service other staff in appropriate physical management interventions and techniques.
2. Purchase materials and supplies (such as protocols, kits, etc.) for staff to support positive behavioral interventions.
3. Purchase incentives to support positive behaviors such as food rewards, field trips/activities, school supplies, and/or other incentive items (i.e.: CD's, DVD's, CD players, headphones, etc).
4. Implement behavior intervention plans.

Evidence

1. Lists of dates and topics of in-services held
2. Inventories of materials and supplies
3. Inventories of incentives purchased
4. Intervention logs and report of services provided

DISPROPORTIONALITY

Objective

Reduce disproportionality that is the result of inappropriate identification.

Activities

The District will utilize School Psychologists to accomplish the following:

1. Reduce the percentage of students in special education and related services that is the result of inappropriate identification.
2. Reduce the percentage of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
3. Purchase protocols and test kits.

Evidence

1. and 2.
 - a. Documentation of revised student assessment practices
 - b. Proportionate identification rates across subgroups
3. Purchase orders for materials purchased

LEAST RESTRICTIVE ENVIRONMENT

Objectives

1. Increase the number of students with IEPs that are removed from regular classes less than 21% of the day.
2. Decrease the number of students with IEPs that are removed from regular classes greater than 60% of the day.
3. Increase participation and performance of children with disabilities on statewide assessments.

Activities

The District will utilize teachers and LRE Aides as follows:

1. Implement a delivery system which supports students with disabilities in the general education setting.
2. Conduct in-services to teach LRE aides how to facilitate the success of special education eligible students in general education.
3. Implement adaptations and utilize assistive technology devices to enable special education students to progress in the general curriculum.
4. Purchase supplemental materials and supplies to support students in the least restrictive environment.

Evidence

1. Record of any modifications of the delivery system used to support students
2.
 - a. Lists of dates and topics of in-services
 - b. Attendance logs
 - c. Evaluation summaries of in-services
3. Report of services provided
4. Inventories and/or purchase orders of materials purchased

POST-SCHOOL OUTCOMES**Objective**

Increase percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Activities

1. Work Study Coordinators will develop work site opportunities, job shadowing experiences, and work skills necessary to meet Career Pathing curriculum requirements for graduation. Students will learn, practice, and apply work skills on the job.
2. The Work Study Coordinator will assign Aides to assist in facilitating specific student activities and placements.
3. Involve parents and adult students in the development and implementation of specific student transition plans.
4. Purchase supplies, equipment, and materials to support project goals and objectives for each activity.

Evidence

1.
 - a. List of work sites and work skills being taught
 - b. Structured core academic instruction records
 - c. Records of student progress and work skills learned
2. Inventory of aide assignments and responsibilities
3. Individual transition plans, including parent and student participation in their development
4. Inventory of supplies, equipment and materials purchased

EXAMPLES OF PROGRAM COMPONENTS THAT ARE BASED ON SPECIFIC PROGRAMS WITH REFERENCE TO POSSIBLE SPP INDICATORS

HEALTH SERVICES

Possible SPP Indicator(s) 5. LRE

Objective

- a. Provide students with disabilities direct and indirect nursing and health consultation services.
- b. Provide information and in-service training to parents and school personnel required to better meet student health needs.

Activities

- a. Provide nursing and health consultation services for students with disabilities by activities including, but not limited to: serving as MET members, assisting districts in designing and coordinating medication administration policies and procedures, reviewing immunization records, coordinating prevention activities,
- b. Providing in-service training for special education personnel on relevant health issues, assisting districts with the Comprehensive Health Initiative implementation process for children with disabilities, and providing the required medical supervision to health care and safety aides and other personnel.

Evidence

- a.
 1. Record of services provided
 2. Records of attendance at METs and IEPTs
- b. Lists of dates and topics of trainings
- c. Student attendance records
- d. LEA December 1 LRE data

PROFESSIONAL LEARNING

Possible SPP Indicator(s) 1. Graduation, 2. Dropout, 3. AYP, 4. Suspension/Expulsion, 5. LRE, 6. Preschool LRE, 7. Preschool Skill Development, 8. Facilitated Parent Involvement, 9. Disproportionality – Child, 10. Disproportionality – Eligibility, 11. Child Find, 12. EC Transition, 13. Secondary Transition, 14. Post School Outcomes

Objective

Provide classroom teachers and other professionals with technology resources, instructional strategies and materials, and skill building training to improve their delivery of service that improve at-risk and special education students' ability to participate in the general curriculum.

Activities

1. Provide opportunities for all special education personnel throughout the district to increase their knowledge and skill by attendance at professional learning activities.
2. Support attendance at topical conferences and/or locally developed in-service activities.
3. Develop local in-service activities

Evidence

1.
 - a. Lists of dates and topics of professional learning activities
 - b. Attendance logs
 - c. Evaluation summaries
2.
 - a. Requests to attend conferences
 - b. Evaluations of out-of-district conferences
3. Lists of dates and topics of professional learning activities developed by the SECC

Early Childhood Special Education Program

Possible SPP Indicator(s) 6. Preschool LRE, 7 Preschool Skill Development

Objective

Improve communication and social skills for up to 24 preprimary impaired students based on need as assessed and prescribed on IEP goals and objectives.

Activities

1. Develop appropriate activities to help students progress in readiness skills based upon individual goals and objectives.
2. Provide speech and language evaluation and consultation.
3. Provide occupational therapy and/or physical therapy evaluation, consultation and direct therapy as appropriate.
4. Provide classroom materials appropriate for each age group.
5. Provide parent training programs.

Evidence

1.
 - a. Teacher lesson plans
 - b. Records of student progress
2. Reports of services provided
3. Reports of services provided
4. Purchase orders and inventories of materials purchased
5.
 - a. Lists of dates and topics of parent trainings
 - b. Records of attendance/sign-in sheets

TEACHER CONSULTANTS

Possible SPP Indicator(s) 1. Graduation, 5. LRE

Objective

Assist LEAs in the development, evaluation, refinement and improvement of programs and services provided to students with disabilities.

Activities

1. Provide consultation services and direct services to students and staff and to coordinate and assist in the development of special education programming.
2. Participate in and provide assistance to LEAs relative to the improvement of all students' literacy and math skills.
3. Consult/collaborate with parents, teachers, and administrators regarding the academic, behavior and social/emotional functioning of students with IEPs within the broader environmental context of school, home and community.
4. Attend scheduled IEPT meetings.

Evidence

1. Records of services provided
2. and 3. Records of consultations and trainings conducted
4. Records of attendance/sign-in sheets

RESOURCE ROOMS

Possible SPP Indicator(s) 3. AYP, 5. LRE

Objective

Provide appropriate instruction for students with disabilities based on specific IEPT recommendations and related assessment data to support growth toward IEP goals in reading, mathematics and workskills.

Activities

The resource teachers will:

1. Implement multi-sensory activities for word recognition skills and word fluency.
2. Consult with general education teachers to increase co-teaching skills.
3. Use multiple instructional strategies including technological aids to achieve increased reading comprehension skills.
4. Monitor academic achievement for resource students in general education.

Evidence

1. and 3. Lesson plans and report of services provided.
2. Records of consultations and topics covered
4. Records of student progress

SPECIAL EDUCATION CLASSROOMS

Possible SPP Indicator(s) 2. Drop out, 13. Secondary Transition

Objectives

Assist MiCI, PI, OHI, LD, and HI students from preschool through high school to demonstrate increases in:

- a. Academic learning and ability to use computer technology.
- b. Ability to utilize their gross and fine motor integration to enhance learning.
- c. Vocational skills to enable entry into vocation training.
- d. Vocational/employability skills to attain successful employment.

Activities

Provide instructional programs for academic learning, sensory motor, pre-vocational skills, social behavior and computers. This includes the following activities:

1. Provide student assessment.
2. Provide instruction in the general education curriculum.
3. In-service for parents and teachers.
4. Provide materials, equipment & maintenance of equipment to be utilized by students.
5. Provide support staff to assist students & teachers.
6. Monitor student progress.
7. Act as a liaison between community agencies, home and school.
8. Provide school to work classes, (career prep & career exploration).
9. Provide work experience, job shadowing and coaching, employability training, leadership skills, interpersonal skills, job-seeking skills, money management, and career exploration.

Evidence

1. Record of assessments and results
2. Record of in-services held
3. Inventory of materials and equipment purchased and maintained
4. Payroll records of support staff
5. Records of student progress
6. 7. 8. Record of services provided

EARLY INTERVENING READING SUPPORT

Possible SPP Indicator(s) 5. LRE, 11. Child Find

Objective

Facilitate improved pre-reading and reading skills for at-risk students through the coordination of early literacy activities in kindergarten and 1st grade classrooms throughout county elementary buildings.

Activities

1. Coordinate the Early Intervention Reading Project (EIRP).
2. Collect and analyze data regarding referral rates and pre/post test data for the EIRP and special education.
3. Consult with local teams to facilitate project implementation.
4. Provide professional development training for local district teams.
5. Participate in local district Early Intervention Team meetings.

Evidence

1. 2. 3. 5. Report of services provided, data collected and analyzed and consultations conducted
4. Lists of dates and topics, attendance logs, and evaluation summaries of professional development sessions conducted

SOCIAL WORKERS

Possible SPP Indicator(s) 4. Suspension and Expulsion, 5. LRE

Objectives

- a. Assist special education students to learn appropriate behavior management skills for self-control and conflict resolutions.
- b. Assist special education students to increase their self-esteem and receive crisis intervention support.

Activities

Social workers will:

1. Complete observations/evaluations to determine behavioral and/or emotional challenges that may negatively impact student development, adjustment and achievement.
2. Complete functional behavioral assessments and behavioral intervention plans.
3. Confer with general education staff to advance understanding of child development and the management of challenging behavioral patterns.
4. Be active participants in the student support planning and pre-referral process.
5. Meet with individuals and/or groups of special education students to discuss and help resolve difficulties related to behavior and/or conflicts.
6. Provide crisis intervention as needed.

Evidence

Report of services provided

ASSISTIVE TECHNOLOGY

Possible SPP Indicator(s) 1. Graduation, 3. AYP, 5. LRE

Objectives

Provide assistive technology technical assistance, materials, and training to staff to help increase student achievement in literacy and functional performance.

Activities

1. Facilitate assistive technology committee meetings 2-4 times during the 2006-2007 school year.
2. Provide AT consultations for individual students in the ISD's public, non-public, and/or charter schools.
3. Further refine lending lab procedures and implement for the 2006-2007 school year.
4. Conduct trainings related to adapted literacy curriculum.
5. Provide training to center program staff related to new AT equipment and/or software.

Evidence

1. 2. Record of meetings and consultations conducted and topics addressed
3. Record of new procedures developed and implemented
4. 5. Record of trainings conducted and topics covered in those trainings

PROGRAMS AND SERVICES – RELATED SERVICES

Possible SPP Indicator(s) 1. Graduation, 2. Dropout, 3. AYP, 4. Suspension/Expulsion, 5. LRE, 11. Child Find

Objectives

Identify students who are eligible for special education services, and support such students through the services of psychologists, school social workers, speech and language therapists, nurses, PTs, OTs and O&M specialists.

Activities

1. Evaluate all students suspected of having a disability and currently eligible students who require an evaluation.
2. Prepare written reports and recommendations regarding services to identified students.
3. Participate in MET and IEPT mtgs.
4. Provide direct and consultative services to the students assigned to their caseloads, as indicated on the IEP.
5. Provide consultation to teachers, parents and other school personnel as appropriate to assist them in addressing students' needs at home and in classrooms.
6. Evaluate students' progress, and report to parents on a regular basis.

Evidence

1. Report of evaluations conducted
2. Report of evaluations conducted
3. Records of attendance/sign-in sheets
4. 5. Record of consultations conducted and topics included
6. Quality timely reports to parents

COMPONENT ELEMENTS THAT NEED IMPROVEMENT

COMPONENT TITLE: Classroom Support

OBJECTIVE(S)

Identify students with disabilities. Provide support services according to students' IEPs.

ACTIVITIES

Students with disabilities will be provided services according to their IEPs.

EVIDENCE

This component will be evaluated by the Special Education Director

COMPONENT TITLE: Vocational and Mental Health Assessment and Programming

OBJECTIVE(S)

Special education students will be evaluated by a psychiatrist and other evaluators to assist in the vocational planning and educational intervention by teachers and teacher consultants in Michigan. In addition, vocational program activities will be supported.

ACTIVITIES

1. Therapists and evaluators will be employed on a contracted basis to:
 - a) Perform evaluations
 - b) Provide reports
 - c) Meet with parents and staff

2. Students will be given the opportunity to be involved in community activities to support vocational and community living experiences.

EVIDENCE

Assessment of activities

COMPONENT TITLE: LRE Settings

OBJECTIVE(S)

To purchase and provide technological materials and support for students with disabilities.

ACTIVITIES

Programs and services will be provided for students with disabilities throughout the school year and will be completed by June 30, 2007.

EVIDENCE

Payroll records

COMPONENT TITLE: Programs and Services – Teacher Consultant Support
OBJECTIVE(S)

To provide direct and indirect services to students with disabilities in the LRE in accordance with the rules and regulations of IDEIA.

ACTIVITIES

Assign certified staff members to provide services and programs for students eligible for special education services in accordance with their IEPs.

EVIDENCE

Staff assessment of progress

COMPONENT TITLE: Professional Learning

OBJECTIVE(S)

To cover the expense of professional development held after contracted school hours and for substitute teachers during school hours.

ACTIVITIES

Special education staff will attend professional development throughout the school year. Substitutes will teach their classes when held during the school day and stipends will be paid when professional development is held after school hours.

EVIDENCE

Conference registration and proof of attendance

**SPECIAL EDUCATION – FLOWTHROUGH
YEAR 1 ANNUAL REPORT
FY 2005-2006**

ISD/Agency

District Code

LEA

District Code

Component Number 2

Component Title Teacher Consultants

OBJECTIVE	ACTIVITIES	TIMELINES	EVIDENCE	RESULTS
Assist local schools in developing and implementing effective educational programming for children with disabilities.	<p>The TC will:</p> <ol style="list-style-type: none"> 1. Conduct behavioral and academic assessments of identified eligible students. 2. Assist local school teachers in the implementation of academic and behavioral programs. 3. Provide professional learning activities with teachers regarding the use of effective instructional strategies and the development of effective behavioral plans. 	June 30, 2006	<ol style="list-style-type: none"> 1. Professional learning dates, topics and attendance logs 2. Reports of services provided 3. Intervention logs. 4. Behavioral assessments 5. IEPT logs 6. Literacy and math assessments 	<p>In one elementary school there was a reduction in office referrals from .9 per day in September to .4 per day in June.</p> <p>12 students served by the TC had a reduction of critical classroom behavior incidents of at least 50%.</p> <p>5 students served by the TC had a reduction of critical classroom behavior incidents of between 20% and 35%.</p> <p>Oral reading fluency improved from an average of 33% of K-6 students served by the TC being "at risk" at the beginning of the year to 26% being "at risk" at the end of the year.</p>

**SPECIAL EDUCATION – FLOWTHROUGH
YEAR 1 ANNUAL REPORT
FY 2005-2006 (cont'd)**

ISD/Agency

District Code

LEA

District Code

Component Number 8

Component Title Special Education Classrooms

OBJECTIVE	ACTIVITIES	TIMELINES	EVIDENCE	RESULTS
<p>Assist EI, HI, MiCI, MoCI and SXI students to demonstrate increases in:</p> <ol style="list-style-type: none"> 1. Academic learning 2. Ability to utilize gross and fine motor integration to enhance learning. 3. Management skills for self-control and conflict resolutions. 4. Vocational (employability) skills to attain successful employment. 	<ol style="list-style-type: none"> 1. Teacher aides will be hired. 2. Teacher aides will assist in the implementation of IEPT directed activities. 	<ol style="list-style-type: none"> 1. Sept. 15, 2005 2. June 30, 2006 	<ol style="list-style-type: none"> 1. Human Resources records. 2. Program supervisor's reports on program and student outcomes. 3. Records of student progress: social/emotional, academic, behavioral. 4. Reports of services provided. 5. Formal evaluations of support staff according to support staff contract specs. 	<p>13 teacher aides participated in the implementation of IEPT directed activities.</p> <p>11 students returned to their local school district on a 1/2 to full-time basis. 7 have been successful, 2 have been unsuccessful due to behavior/emotional problems and 2 are still adjusting to their return placements.</p> <p>1 student graduated after successful completion of the program.</p> <p>25 of 43 students enrolled at least 6 months participated in a less restrictive setting.</p> <p>17 of 40 students enrolled at least 1 semester advanced at least 1 level (5-level system) per semester.</p> <p>40 students were assessed in oral reading fluency. 35 of 40 demonstrated increase in fluency. 26 of 40 achieved their targeted DIBELS goal or the "realistic" goal.</p>

**SPECIAL EDUCATION – FLOWTHROUGH
YEAR 1 ANNUAL REPORT
FY 2005-2006**

ISD/Agency

District Code

LEA

District Code

Component Number 12

Component Title Early Childhood Special Education Program

OBJECTIVE	ACTIVITIES	TIMELINES	EVIDENCE	RESULTS
1. Provide classroom instructional services for students with disabilities per individual IEP while placed in the ECSE programs located throughout the ISD.	Hire preschool teachers and aides.	Sept. 15, 2005	Personnel records for hiring and evaluation.	Two teachers and four teacher aides assisted in the implementation of IEPT directed activities.
2. Provide case management services and IEP implementation for students enrolled in ECSE special education classroom programs.	Provide psychological evaluation data for programming decisions.	June 30, 2006	Psychological reports.	A total of 31 students exited the ECSEP at the end of the school year. Of the 31, 62% (19) were placed in a general ed. setting for >80%, 22% (7) were placed in a general ed. setting for 21-80%, 3% (1) was placed in a general ed. setting for 10-20%, and 13% (4) were placed in 100% special education settings.
3. Support students enrolled in ECSE special education classroom programs with teaching and program assistants.	Provide one-on-one and small group instruction according to students' individual needs.	June 30, 2006	Copies of notes to parents.	
	Conduct community awareness activities for the students.	June 30, 2006	Notes of consultations with parents.	
	Provide professional learning opportunities for preschool personnel.	May 31, 2006	Records of instruction plans.	
	Assess student progress both informally and formally throughout the school year.	At least quarterly throughout school year	Records of student skill achievements.	All students' progress in skills was documented through achievement of IEP goals and progress reports to parents.
	Communicate frequently with parents to involve them in learning activities and to report student progress.	At least quarterly throughout school year		